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ABSTRACT

Intended for regional and in-country Peace Corps staff, this guide contains standards that are the minimum expectations for Peace Corps training worldwide. The introduction sets forth nine assumptions that underlie the use and monitoring of the standards and also contains tabular material that describes how the standards will be used and monitored at each level of the organization. The following seven sections of the document state the standards: (1) Delegation of Training Responsibilities, which covers the assignment of a training manager and establishment of an in-country training resource center; (2) Preliminary Work Conducted by In-Country Staff, which concerns task analyses and site survey and selection; (3) Personal Service Contracts for Training, which includes a description of the work and the selection and hiring of training staff; (4) Preparation Required by the Training Staff; (5) Training Content, which includes the minimum formal training, the required topic areas, and descriptions of the family live-in experiences and required practical experiences; (6) Trainee Assessment; and (7) Evaluation, which describes the final reports to be submitted to the country staff and the trainer performance evaluation to be completed by the trainees about the training program itself. (CML)

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STANDARDS FOR PEACE CORPS TRAINING

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Peace Corps

STANDARDS FOR

PEACE CORPS TRAINING

OCTOBER 1983

OFFICE OF TRAINING AND PROGRAM SUPPORT

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The Office of Training and Program Support
October, 1983

STANDARDS FOR PEACE CORPS TRAINING

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INTRODUCTION

These standards should be seen as minimum expectations for Peace Corps training worldwide. They were designed so that regional and in-country staff may better define their individual training and training management responsibilities and establish Peace Corps-wide standards against which staff may evaluate their own performance.

The assumptions underlying the use and monitoring of the standards are as follows:

1) Country Directors are ultimately responsible for ensuring quality training.

2) Although many countries presently meet and even surpass the standards discussed, some countries may have training programs which fall short of one or more of the attached standards.

3) These standards are to be used as a tool against which progress towards the expected goals can be measured in-country.

4) Regional offices need to be better prepared to describe and evaluate country training programs in order to compare needs and provide assistance based on this information.

5) The standards can be the basis for an information-gathering system to provide consistent information on which to base country comparisions and identify areas of difficulty.

6) Reports of progress against the standards allows regional offices to allocate training resources based on particular needs.

7) Agency managers require information on training which identifies strong points and needs for assistance.

8) Information generated from the regions needs to be standardized to allow reviews and comparisons at that level.

9) The standards and monitoring procedures ensure that systematic training information is consistently available to assist in decision-making regarding training at all levels.

The following describes how these standards will be used and monitored at each level of Peace Corps organization.

USE OF STANDARDS	MONITORING RESPONSIBILITIES
Country:	
As a tool in defining the essential elements of a quality training program (in terms of planning, hiring qualified training staff, and defining job responsibilities which are consistent worldwide).	The Director or his/her designee should be familiar with the standards and know how the country's training compares to the agency's standards.
As a guide when preparing for a specific training event, i.e., developing task analyses, briefing training staff on expected reports and outcomes.	Planning for and implementing a training program should be carried out in such a way that it meets or surpasses the standard requirements.
As a means of describing what is expected of training staff, and helping them in planning and fulfilling reporting responsibilities.	Participation in the review process (outlined under Regional Responsibilities) on a rotating basis.
As a means of justifying requests for assistance by comparing a country's management of training to the criteria.	During the years when countries are not involved in the regional review, it is assumed in-country reviews will be conducted using the standards and other measurement tools.
Regional Office:	
As a filter through which staff review country training requests, work with PSC contractors and help countries plan for quality training program.	Regional Training Officers will identify selected countries (two from IA, four from NANEAP and four from Africa) to participate in the review process each fiscal year.
	Countries participating in the review process will forward specific training documents to the Regional Training Officer (RTO) for review and comment. The type of documents to be reviewed include, but are not limited to: 1) training design, 2) training plan, 3) training evaluation, and

USE OF STANDARDS	MONITORING RESPONSIBILITIES
	4) final training report. The RTO and a training specialist from the Office of Training and Program Support (OTAPS) will review the material and provide written critiques and suggestions to the countries, i.e., sample reports successfully used in other countries, ideas on available materials, etc. A dialogue will continue between the selected countries and the RTO throughout the fiscal year allowing countries to improve training programs based on earlier suggestions.
Agency-wide:	
As a basis of information upon which training initiatives can be planned.	The Office of Training and Program Support will participate in the review process outlined under the Regional Section. Its role is to assist the Regional Training Officer with the review of training documents, and to provide responses to the country materials. In addition to the information obtained during the review, OTAPS will be analysizing data submitted in the CMP/Bs. From this information OTAPS will be better equipped to provide training assistance and policy directions.

Peace Corps provides training in over 64 countries for more than 2,900 Volunteers a year who then go on to perform a variety of job assignments. In meeting these disparate demands, Peace Corps training must maintain a high degree of flexibility and uniqueness. In order to ensure quality, it is necessary to have minimum standards for all training programs.

The following outline developed by the Agency Training Group reflects the minimum standards Peace Corps feels are essential for any training program. They are seen as basic expectations of training, and are not meant to reflect the totality of Peace Corps training as more appropriately defined by each country.

Countries are expected to use the minimum standards outlined below and to develop additional standards which reflect their individual training needs and expectations.

STANDARDS FOR PEACE CORPS TRAINING

I. Delegation of Training Responsibilities

Each country is responsible for in-country training, whether staff directly deliver the training, coordinate the training or manage training contracts. The quality of training and the flow of essential training information to and from Washington is best assured when one person coordinates all in-country training activities.

A. Assignment of a Training Manager

Each country will have one staff member to whom training responsibilites will be assigned. This person is to be designated as the Training Manager for the country's training programs. Depending on country staffing patterns and training needs, this staff member will be responsible for management, coordination and/or delivery of training.

Discussion: Ideally, each country should have on staff one staff member who has training expertise and who is responsible for either the delivery of training or the management of the program. Until such time as we can achieve this goal, countries will need to identify a staff member who can assume these training responsibilities and act as a conduit for training information both to and from Washington.

In some countries, training responsibilities consume a full-time slot, while in other countries it is a part-time, sporadic job assignment. In a few countries, the

assignment of a Training Manager may require that staff workloads will have to be reapportioned to accommodate this new task. Countries which are presently recruiting new staff should reflect the need for training expertise as part of the selection criteria for the new position. As with other in-country responsibilities, the PCD has the ultimate responsibility for training; the person identified as the Training Manager will be the key in coordinating all training activities.

B. Establishment of an In-country Training Resource Center

Each country will establish and maintain a filing system to preserve copies of all relevant training materials and information. These records will include previous training plans, designs and evaluations as well as other supporting materials.

Discussion: Each training program results in a wealth of knowledge and information that would be extremely beneficial to future training staffs. Establishing a Training Resource Center will provide both the place and the process for recording the country's training history, and in the long run, reduce the time spent re-creating lost information. Once a training plan has been tried and tested, it should not be necessary to redesign one from scratch. Designs kept from one training program can easily be modified for future training programs.

II. Preliminary Work Conducted by In-country Staff

Numerous tasks must be performed by country staff members prior to any training program. Many of these tasks must be completed well in advance of training. An up-to-date task analysis for each Volunteer assignment is essential for training. Such detailed descriptions of the key tasks Volunteers will perform in their specific job assignments are used by training staff to design the training program. The process of selecting sites for Volunteer assignments involves negotiating with the host country government officials, reviewing the sites, discussing the roles of PCVs with village officials, and identifying village needs with the understanding that during training the trainees will be matched to the sites. Site selections should be completed in advance of the training program.

A. Task Analyses

An up-to-date task analysis must be developed for each Volunteer assignment. The respective APCDs are responsible for providing the training staff with appropriate task analyses for each Volunteer assignment included in the upcoming training program. Where possible the training staff should be included in updating the task analyses.

Discussion: Training and programming are integrally related. A good training program will take the details of a job description, or task analysis, and tailor the training according to the skills needed. A clear understanding of the requirements for a Volunteer assignment is necessary for trainers to prepare the trainees. A task analysis is a necessary tool for the programmer in clarifying the types of tasks performed by the Volunteers and what skills should be requested in the recruitment process. Current Volunteers should assist in the development of the task analysis for their replacement or for similar assignments. This process should also include host country supervisors and/or counterparts.

B. Site Survey and Selection

1. In-country staff are responsible for conducting site surveys for potential Volunteer posts and communicating to the training staff any considerations that would require specialized training.

   Discussion: Many countries are able to negotiate future sites for Volunteers with ministry officials. Peace Corps staff, PCV Leaders, or other designated individuals should visit these sites and conduct an initial assessment of the sites' needs and suitability for future Volunteers. This information should be shared with the training staff during pre-training research.

2. In-country staff are responsible for developing a uniform instrument for the site surveys.

   Discussion: Attached is a copy of a sample form used by some countries when conducting the site survey. With minor modifications this form could be used in most countries.

3. Peace Corps staff, working with training staff, are responsible for matching the trainees to the potential sites.

Discussion: During training, the Peace Corps staff must match trainees to the country's requests and needs. This process must take into consideration the strengths and limitations of the trainees, as well as the characteristics of each site. For this reason country staff members, who are more knowledgable about the sites, should work closely with the training staff, which are more aware of the trainees' assets. Host country officials may have insights into the specific needs of each site and, therefore where appropriate, should be included in this process.

III. Personal Services Contracts (PSC)* for Training

The use of PSCs for training programs presents in-country staff with some managerial challenges. It requires the matching of diverse needs with equally diverse trainers.

Each PSC should have a separate contract, which includes an individual Statement of Work. This Statement of Work is a contractual document which outlines the responsiblities of the PSC. If it is a locally-hired PSC, the contract is negotiated in-country by the country staff. For U.S.-based PSCs the Statements of Work are provided by the countries and the preliminary arrangements are made by the regions and the Office of Training and Program Support (OTAPS). Final contracts are negotiated by the Contracts Office.

In addition, a Description of Work outlining the scope of the training and giving the specific expectations for each training program should be prepared by the country staff well in advance of the training program and before the individual PSCs are hired.

A. Description of Work

1. A clearly written Description of Work is to be given to each Training Project Director at least one month prior to the start of training. This will include, but not be limited to the following:

*For the selection of training contracts (non-PSC) and the development of their Statements of Work, please see the section on Contract Training.

- o Goals of training.

- o General guidelines on what is expected from the trainers in regards to training design, assessment, reports, responsibilities.

- o Expectations of trainee skill levels at completion of training.

- o Requirements of hours of instruction, content to be included in the training.

- o Ministry and other host country officials, to be utilized as resources.

- o Country-specific requirements particular to the training.

Discussion: In order to provide quality training trainers, personal service contractors or non-PSCs must have a clear understanding of what Peace Corps expects of them and of the trainees at the conclusion of training.

A Description of Work is necessary when negotiating any PSC contract. It enables both parties to understand the conditions of the work and enables Peace Corps to assess the success of the trainers in meeting Peace Corps' needs.

Country staff can use many available resources to develop the Description of Work: the Standards for Peace Corps Training, the assessment instrument, samples of final training reports, etc. Once a good Description of Work has been developed, it will require only minor revisions and updating, thereby reducing the country staff's workload in preparing for a training program.

B. Selection and Hiring of Training Staff

1. All training staff, in addition to their primary responsibilities, will serve as cross-cultural facilitators/resources, and therefore must be capable of presenting their technical skills in a cultural context. They will also need to make themselves available to the trainees on both an formal and informal basis.

Discussion: An Integrated Training System means that individual components are not conducted in

isolation from other components. Therefore all staff members must have some familiarity with cross-cultural situations in order to deliver their training sessions within a cultural context.

2. All PSC training staff must be identified and contracts negotiated between two-four months before training is to begin. They should be in-country at least two weeks prior to the start of training. The Project Director should be in-country at least one month prior to training. If a country training design already exists, this time may be reduced.

   Discussion: Adequate time is needed for the training staff to conduct pre-training planning (see Section IV. A. for details of pre-training planning).

3. Peace Corps country staff are responsible for providing the regions with a) the Description of Work; b) a list of qualifications; c) the requisite Statements of Work; and d) information on possible resource people to be contracted. Using the Statement of Work, the regions and OTAPS will begin to negotiate with the U.S.-based contractors.

4. The following are qualifications to be used in the selection of Peace Corps training staff.

   To ensure quality training, Peace Corps must establish minimum guidelines for staffing qualifications. Having been a PCV is not enough to qualify a person to be a trainer. Trainers must have the specific knowledge and the requisite training skills.

   Project Director

   Minimum Qualifications:

   - o demonstrated "stand-up" training skills, demonstrated design skills using experiential learning methodology;
   - o two years' experience in training methodology, group facilitation;
   - o minimum of one year's experience in program administration, evaluation and supervision;

- o one year's experience in developing training program budgets and accounts;
- o demonstrated ability and skill in counseling and personnel assessment processes;
- o fluency in English.

Preferred Qualifications:

The minimum qualifications plus:

- o demontrated increasing levels of responsibility in previous employment;
- o a degree in Education, Cross-Cultural Training, or related field;
- o two year's experience as trainer/facilitator with Peace Corps training programs;
- o fluency in the host country language;
- o a graduate of a Peace Corps or other Training of Trainers Workshop;
- o experience working in a foreign culture; knowledge/familiarity with American culture.

Language Coordinator

Minimum Qualifications:

- o two year's experience in language training methodology and materials development and experience as a language trainer, preferably related to Peace Corps;
- o minimum one year's experience in supervision;
- o graduate of a Language Trainer/Coordinators Workshop or some other comparable training
- o fluent in English.

Preferred Qualifications:

The minimum qualifications plus:

- o advanced degree or training in language instruction, methodology or related field;
- o experience with Peace Corps language training.

Training Coordinators (Technical, Development etc.)

Minimum Qualifications:

- experience in training methodology and materials development in a cross-cultural environment relevant to Volunteer experience or a graduate from a Training of Training Workshop (not necessarily Peace Corps) or other comparable training background;
- minimum two year's experience in development work in a country similiar to the site of the training program;
- advanced training or extensive work experience in the areas of the training content: development work, cross-cultural preparation, technical skills etc.;
- fluency in official host country language;
- fluency in English.

Preferred Qualifications:

The minimum qualifications plus:

- knowledge and familiarity with Peace Corps.

Language Instructors

Minimum Qualifications:

- training in language instruction, methodology and materials development, or participation in an intensive staff training on Peace Corps language training methodologies.

Preferred Qualifications:

The minimum qualifications plus:

- experience with Peace Corps training programs;
- bi-lingual in English and host country language.

IV. Preparation Required by the Training Staff

A. Pre-training Planning

The training staff is responsible for pre-training planning activities. They should familiarize themselves with any existing training plans prior to conducting their pre-training planning.

Discussion: Pre-training planning should be conducted with the approval of the in-country staff and, where possible, in collaboration with the staff. The activities involved in pre-training planning build upon the foundation previously laid by the country staff. For the training staff to be able to accomplish the pre-training planning activities, the country staff must have completed the preliminary planning tasks which are 1) negotiating host country expectations for training and their participation in training; 2) site selections; 3) description of work; 4) identification of any current Volunteers who are to participate in training; and 5) completion of task analyses for incoming trainees. Pre-training planning, for which the training staff is responsible, includes, but is not limited to, the following:

1. Interviewing appropriate host-country agency staff or representatives to determine their expectations regarding the Volunteers' roles. This is not a placement negotiation but an information-gathering activity.

2. Interviewing Peace Corps staff and Volunteers at their job sites, if feasible, regarding specific technical or site-related training needs of future Volunteers.

3. Gathering cross-cultural materials for use in the cross-cultural component of training.

4. Identifying individuals to serve as technical and cross-cultural resources.

5. Negotiating and scheduling, in coordination with the PTO, the training inputs of PC staff and Volunteers.

6. Selecting, interviewing and negotiating responsibilities with PCV training assistants, in

coordination with the PCD and Training Manager (PTO or other PC staff assigned to Training Manager role).

B. Staff Training

1. An intensive staff training (minimum of seven days) will take place prior to the pre-service training program.

   Discussion: Each training staff needs time prior to the training event to plan the training events and to develop a working team relationship. It is felt that seven days is the minimum amount of time needed to accomplish the tasks of staff training (see the following Section 3: Contents of Staff Training).

2. The following individuals are required to participate in the staff training program:

   - Project Director
   - All Coordinators
   - Administrative/Logistical Assistant
   - Language Instructors
   - Support staff to be included at the discretion of the training Project Director

   Discussion: An Integrated Training program requires a staff that is aware of, and committed to, Peace Corps training philosophy. In addition, staff members must work closely with one another to ensure the integration of the training components. The best vehicle for developing this working relationship is a well run training program for all members of the training staff.

3. Each staff training program will include, but should not be limited to, the following goal/content areas:

   o Acquaint the staff with the goals and philosophy of Peace Corps training, and the minimum standards for the program.

   o Acquaint the staff with the realities of Peace Corps in the country - its goals, history, organization, policy, programming and training process.

- Train instructors and coordinators in the principles and methodologies of adult learning, including ways to adapt their plans to the needs of individual trainees.

- Provide the staff with an understanding of the concepts of integrated training and familiarize them with the training plan for the upcoming training program.

- Orient the staff to cross-cultural similarities and differences between the U.S. and the host country, so they may be more sensitive cross-cultural facilitators and better role models, showing how teams with cultural differences can work effectively.

- Develop staff members' interpersonal skills and counseling techniques so that they are able to effectively give positive and negative feedback on the trainees' progress.

- Form a cohesive and cooperative professional staff.

- Familiarize the entire training staff with the trainee assessment process.

- Train staff members with assessment responsibilities in the use of the assessment process.

- Familiarize the training staff with the reporting requirements for the training program.

- Familiarize the training staff with TAC sheets, task analyses, profile of training group.

- Provide opportunities for practice training and feedback sessions.

Discussion: Peace Corps uses trainers with varied experiences and skill levels. Utilizing the above goal/content areas in staff training will allow a diverse staff to develop an effective team spirit and familiarize itself with specific training methodologies used by Peace Corps. The content can

be adapted and modified to meet the needs of any given training staff and program. If a country has not developed a training plan, one should be developed by training staff prior to staff training. Likewise, staff members who may need practice in writing interim/terminal behavioral objectives and other design skills will have to receive this training prior to staff training. Staff training time is short and should not be used for individual skill development.

C. Training Plan and Design

1. The training plan is the overall scheme and calendar of events to occur during training. A training plan must be prepared for each training program, and provided to the trainees either written or orally.

Discussion: The training plan helps the staff plan for the major segments and events of a training program. From this, in-country staff can see if sufficient time is being devoted to any given training component and if the plan reflects an integrated approach to training. Providing this plan to the trainees will give them a sense of what to expect during training and how training is integrated. It is not necessary to give trainees written copies of the plan for the entire training program, however, there should be a sharing of this information.

2. The training design (often called a training syllabus) is the detailed schedule of the training program. It is an hour-by-hour, session-by-session lesson plan which displays training activities and can be used and modified as necessary in subsequent training programs. A good training design will include, but not be limited to the following:

- o The training philosophy and goals.
- o The interim objectives for each session.
- o The content, methodology and training activities to meet objectives.
- o List of resources used during the training, books, movies, people, etc.

- Plans for evaluating the trainees' progress and the effectiveness of training.

Discussion: Assuming that the country staff has provided the training staff with task analyses and descriptions of work, the training staff will build on these documents to develop a training plan and training design which demonstrates how they will meet the country staff's expectations and training needs.

3. The training plan and training design will be reviewed with the country staff before the start of training, updates can be made as appropriate. The final training plan and training design are to be included in the final training report. (See the Trainer's Resource Guide for a sample training plan and training design.)

Discussion: A review of the training plan prior to the start of training will allow the country staff to offer suggestions and advice based on their experiences in-country. Equally, the training plan is a useful planning tool for the training staff. It should be completed before staff training, although it is possible that some redesign may occur during staff training.

4. A copy of the training plan should be forwarded to the Regional Training Officer in Washington.

Discussion: The training plan will reflect the actual training activities and indicate any modifications to the training design. Reviewing this document will enable Regional Training Officers to review the training program and note any recommended changes for the future.

V. Training Content

A. Bridging between Staging/Stateside Training and In-Country Pre-Service Training

1. Every staging or stateside technical training event will forward the following information, using a format developed by the appropriate region, to countries prior to the arrival of the trainees:

   - The general objectives of the event;
   - The proposed methodologies and activities;

- o A summary of technical skill levels expected/actual at the end of the event; and

- o A final report on stateside technical training (which can be hand-carried by the trainees).

Discussion: The flow of information from stateside events to in-country training programs is critical. Using an integrated approach, the in-country program builds on the foundation of the stateside events. However, it is impossible to make a smooth transition without information on the activities and subjects previously addressed. When practical, a country staff member should participate in the stateside training event and provide these linkages.

2. At the beginning of in-country training, the training staff will conduct initial interviews to review stateside events with the trainees.

   Initial interviews with the trainees will allow the training staff to:

   a. Identify the specific topics covered during the stateside technical training;

   b. Begin assessing the trainees' skill levels and personal learning needs (e.g., slow language learners);

   c. Help trainees bring closure to their stateside staging or training by discussing any positive or negative feelings about the event, and to begin the transition to the in-country training program; and

   d. Show trainees how in-country training will build on the knowledge and experiences of the stateside events and demonstrate the integration of training.

3. Training staffs are responsible for knowing the CAST and CREST staging designs. Their training design will be linked to the information covered during these events.

   Discussion: The training designs for the CAST and CREST are available to all countries and can be used by the training staff in preparation of the

in-country training design. The staging designs will not change from program to program (unless the trainees receive a COMP staging), therefore, in-country training designs must build on that design and not repeat training activities.

B. Integration of Components

1. All training programs will reflect the concepts of integrated training in their design and philosophy. For this purpose, Integrated Training is defined as training which: 1) interweaves the individual training components during a training event, i.e., the technical skills are taught within a cultural context and while introducing local language concepts, 2) builds on themes and learning from previous training sessions, and 3) completely integrates the staff, i.e., HCNs are used at all levels of training.

   Discussion: The Peace Corps Volunteers' role is a multifaceted one, incorporating technical expertise with an understanding of development and cultural sensitivity. Their training should accurately demonstrate the role of the Volunteer and prepare Volunteers to serve in this capacity. Isolated training components will not adequately equip the Volunteer to implement their technical skills within the local village setting.

2. Each training plan and training design will show how the training components of the program are to be integrated, e.g., use of the language instructors during technical sessions; live-in situations; cross-cultural sessions dealing with aspects of the Volunteers' assignment, etc. (See Trainer's Resource Guide section on Integration, for an example.)

   Discussion: The training plan is a way of showing trainees what will be covered during training. If the components are taught in isolation and the staff members are seen as specialized with no integration or overlap, trainees are not being shown that the various roles of their job are also related and interdependent.

C. Minimum Hours of Formal Training

The actual hours devoted to any one training component will be negotiated between the regions and the Country Director who will then ensure that these requirements are met during training.

Discussion: As stated above, individual components of a training program are not isolated units. In fact, there is a degree of complementary overlap. This makes it difficult to specify a standard number of hours for training components. The number of hours needed for language and technical training will vary from country to country depending on the difficulty of the national language and from trainee to trainee depending on skill levels and special learning needs. The number of hours devoted to these components is best determined by the country staff. However, some of the more formal training sessions will deal predominately with technical, cross-cultural, language and development subjects and may be an indication of the amount of time spent in these topic areas.

D. Required Topic Areas

All pre-service training programs will provide specific training in the following areas, and although no minimum number of hours are required, subjects should be adequately addressed and integrated into the other major training areas of technical, cross-cultural, and language training:

1. The Role of the Volunteer in Development - discussing the theories and approaches to development work, concepts and models of the community change process, leadership models, problem-solving, project management, information-gathering and analysis.

2. The Role of Women in Development - discussing the importance of including women in the development process, reviewing the roles of women in developing countries, and analyzing the impact of development on women's roles.

3. Volunteer Support and Basic Health Maintenance - discussing common diseases that Volunteers experience, Volunteers responsibilities in maintaining their health, basic nutrition and food preparation, and coping with the stress and isolation of being a Volunteer.

Discussion: Peace Corps feels there are certain training topics germane to all Volunteers regardless of the job assignment. These topics, 1) help Volunteers to define development, 2) acquaint Volunteers with the characteristics of a developing country, 3) allow Volunteers to explore the implications of development approaches and their role as a change agent, 4) provide Volunteers with an understanding of women's roles in a developing country, and how development affects that role, and 5) equip Volunteers with skills and knowledge to ensure their health and well being during their service. These topics should not be covered as isolated issues; instead they should be well integrated into all sessions. (See the individual manuals for assistance in developing these sessions and in integrating the topics.)

E. Family Live-In Experiences

Where possible, all pre-service in-country training programs will include a family live-in experience as part of the training. A family live-in is defined as a period of time during which trainees are housed with host country families. The live-in may be for the entire training program (as in village-based training) or for some period of the training.

Discussion: Trainees who live directly with host country families for their entire training program or for a substantial amount of time benefit from an intensive cross-cultural and language experience. This opportunity allows trainees to learn more about the daily lives of host country nationals while also practicing their local language skills.

F. Practical Experiences

1. Every pre-service training program will be designed to include opportunities for trainees to practice the knowledge they are learning through actual demonstrations, practice teaching, pilot testing of technical skills, and active participatory training sessions.

   Discussion: To impart skills and to instill confidence in the trainees, the theory and knowledge they receive must be reinforced with practical experience. This practical experience should deve-

lop skills and help trainees put their technical skills into an appropriate cultural perspective.

2. The principles and methodologies of experiential learning are most appropriate for Peace Corps training and will be used during the training program.

   Discussion: Experiential learning, however, does not preclude the use of written materials, books, manuals, or lecture presentations. Conceptual frameworks are also considered to be an important element in the training program, particularly since Volunteers must frequently adapt the skills they learn in training to the particular requirements of their individual assignments.

3. Each training component should include 1) an activity, 2) time to discuss and make observations about the activity, 3) an opportunity to summarize and draw conclusions from the activity, and 4) an opportunity to apply newly learned skills and knowledge to real life situations.

   Discussion: It must be recognized that training adults differs from teaching children. Adults have a great deal of independence and self-direction which allows them to help determine their own learning needs and evaluate the effectiveness of a learning activity. They bring with them important accumulated life experiences upon which new learnings will be built. Adults learn in order to solve problems. Their training, therefore, must be subject-centered and relevant to situations they are facing. Training must take into account that adults are capable of taking responsibility for their own learning process. For these reasons experiential learning methodologies are most appropriate for training Peace Corps Volunteers.

VI. Trainee Assessment

1. Every training program will have clearly defined qualification criteria for evaluating trainees. The criteria must be based on the job description, task analyses for the Volunteer assignment, behavioral objectives and language requirements.

   Discussion: The selection of Volunteers is a sensitive and difficult task. It involves monitoring trainees'

progress and evaluating their potential to be successful Volunteers. These decisions should be based on concrete behavioral criteria and must be documented. Trainees must be informed as to the staff's expectations and what is required to become a Volunteer. Once informed about the requirements trainees should be involved in monitoring their progress towards acquiring the necessary skills and behaviors.

2. Trainees must be informed, in writing and through a verbal orientation, about the qualification criteria and any selection process that will be used during the training program.

   Discussion: It is essential that trainees be informed about the qualification criteria. Once informed, they can engage in self assessment and know at any time their progress towards reaching these goals. The trainees must be provided with the opportunity to learn and acquire any of the required skills during the training program. Should de-selection occur, the trainees, as well as the staff, will be able to clearly identify the reasons for this action.

3. The information collected on an individual trainee should be kept in an open file available to trainees.

   Discussion: The files should be regularly reviewed with the trainees as a means of providing feedback and monitoring progress. At the close of training, only relevant material - trainee language scores, personal goals and plans, recommendations for technical in-service training and documents showing intent for further langugage or technical studies - should be transferred into the Volunteers' permanent file with the country staff. Any material related to assessment or other training specific information should be destroyed.

VII. Evaluation

A. Final Reports

1. The training staff will submit to the country staff the following information and any additional information requested by the country.

   a. A copy of the training plan;
   b. A copy of the training design;
   c. Explanations of any problems encountered during the training or modifications made to the training design;

d. A logistical report;
e. Training evaluations, both of the trainees of and the training program; and
f. Recommendations for future training programs, based on the results of the recently finished training program.

2. The training manager is responsible for submitting to Washington staff a final report on the training program. This report will include, but not be limited to, the following:

a. A copy of the training plan;
b. A copy of the training design (if not already on file);
c. Explanations of any problems encountered during the training or modifications made to the training design; and
d. Summaries of the evaluations for the training program.

Discussion: The final report is a means of reviewing and preserving the events of a training program in order to plan for future programs. From this report, in-country staff should be able to assess what took place, what problems were encountered and how they were handled by the training staff. The report will also indicate what areas were very well received by the trainees and should be included in future training programs.

3. The final reports must be submitted to the country staff before the training staff leave the country.

B. Trainer Performance Evaluation

1. The training staff will conduct a quality assessment of the training program. The assessment is to be completed by trainees, and should deal with 1) the effectiveness of the training methodologies used, 2) the appropriateness of the sessions, 3) the trainee-to-staff ratios, 4) the helpfulness and relevancy of materials used, 5) the competency of the staff, and 6) the preparedness of the trainees to serve as Volunteers. The results from this assessment should be summarized and included in the final report.

Discussion: The trainees experience a training program first-hand and have a valid perception of

the quality of the training and the training staff. To fairly assess a training program, trainees must be given an opportunity to share their ideas and suggestions on the program. This process must be separated from any selection process for the trainees and it must be understood that their assessment will in no way influence their becoming a Volunteer. (See Trainer's Resource Guide for Assessment Instruments.)

2. Each training staff member and support staff member must receive a performance evaluation at the end of the PST. This evaluation is to be completed with the staff member and is to benefit both the staff member and the in-country staff. The performance evaluation for the Project Director will be done by the in-country staff member who has had direct supervisory responsibilities for the training program. The Project Director will be responsible for the performance evaluations for the staff members directly reporting to her/him. The Language Instructors should receive performance evaluations from the Language Coordinator. Likewise support staff supervised by the administrative assistant would be evaluated by their immediate supervisor. The performance evaluations will be kept by the country staff and will be handled in accordance with the Privacy Act. Copies of evaluations for U.S.-based PSCs should be forwarded to PC/Washington.

   Discussion: Peace Corps relies heavily on the use of Personal Service Contractors and, therefore, needs a standard means by which to judge their skills and training capacities. An accurate performance evaluation will point out the strengths and the weaknesses of each staff member. This does not preclude them from being used in other training programs. It will, however, help a country staff to better balance their training staff in future programs. Likewise, an assessment will benefit the training staff by helping them to know their own areas of expertise and strengths. This evaluation process should be conducted throughout the training program, giving the staff members relevant feedback and opportunity to increase their own skills and development.

Since 1961 when the Peace Corps was created, more than 80,000 U.S. citizens have served as Volunteers in developing countries, living and working among the people of the Third World as colleagues and co-workers. Today 6000 PCVs are involved in programs designed to help strengthen local capacity to address such fundamental concerns as food production, water supply, energy development, nutrition and health education and reforestation.

Peace Corps overseas offices:

BELIZE
P.O. Box 487
Belize City

BENIN
BP 971
Cotonou

BOTSWANA
P.O. Box 93
Gaborone

BURUNDI
c/o American
Embassy
Bujumbura

CAMEROON
BP 817
Yaounde

CENTRAL AFRICAN
REPUBLIC
BP 1080
Bangui

COSTA RICA
Apartado Postal
1266
San Jose

DOMINICAN REPUBLIC
Apartado Postal
1412
Santo Domingo

EASTERN CARRIBBEAN
Including: Antigua,
Barbados, Grenada,
Montserrat, St.
Kitts-Nevis, St.
Lucia, St. Vincent,
Dominica "Erin
Court" Bishops
Court Hill
P.O. Box 696-C
Bridgetown, Barbados
West Indies

ECUADOR
Casilla 635-A
Quito

FIJI
P.O. Box 1094
Suva

GABON
BP 2098
Libreville

GAMBIA, The
P.O. Box 582
Banjul

GHANA
P.O. Box 5796
Accra (North)

GUATEMALA
6a Avenida 1-46
Zona 2
Guatemala

HAITI
c/o American
Embassy
Port-au-Prince

HONDURAS
Apartado Postal
C-51
Tegucigalpa

JAMAICA
9 Musgrave Avenue
Kingston 10

KENYA
P.O. Box 30518
Nairobi

LESOTHO
P.O. Box 554
Maseru

LIBERIA
Box 707
Monrovia

MALAWI
P.O. Box 208
Lilongwe

MALAYSIA
177 Jalan
Raja Muda
Kuala Lumpur

MALI
B.P. 85
Bamako

MAURITANIA
BP 222
Nouakchott

MICRONESIA
P.O. Box 9
Kolonia,
Ponape 96941

MOROCCO
1, Zanquat Benzerte
Rabat

NEPAL
P.O. Box 613
Kathmandu

NIGER
BP 10537
Niamey

PAPUA NEW GUINEA
P.O. Box 1790
Boroko

PARAGUAY
Brasil 293
(Esq. Mariscal
Estigarribia)
Asuncion

PHILIPPINES
P.O. Box 7013
Manila 3129

RWANDA
c/o American Embassy
Kigali

SENEGAL
BP 254
Dakar

SEYCHELLES
BP 697
Victoria

SIERRA LEONE
Private Mail Bag

SOLOMON ISLANDS
P.O. Box 547
Honiara

SRI LANKA
50/5 Siripa Road
Colombo 5

SWAZILAND
P.O. Box 362
Mbabane

TANZANIA
Box 9123
Dar es Salaam

THAILAND
242 Rajvithi Rd.
Amphur Dusit
Bangkok 10300

TOGO
BP 3194
Lome

TONGA
BP 247
Nuku'Alofa

TUNISIA
BP 96
1002 Tunis-
Belvedere

UPPER VOLTA
BP 537-Samandin
Ouagadougou

WESTERN SAMOA
P.O. Box 880
Apia

YEMEN
P.O. Box 1151
Sana'a, Yemen
Arab Republic

ZAIRE
BP 597
Kinshasa